**K-5 Math Lesson Plan**

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| **Teacher: Hafez, Richmond, Shaw, Thomas** | | | **Grade: 5** | | | **Date(s)**: August 2012 |
| **Unit Title:**  Understanding the Decimal Place Value System | | | | **Corresponding Unit Task: 2012 Summer Olympics Unit -1 (post assessment review0** | | |
| **Essential Question(s): How can I represent whole numbers in standard, expanded, and word form?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Copy of Review (see attached)**  **PowerPoint** | | **Student:**  **Pencil**  **Math journals** | | | **Place Value**  **\*Standard Form (base ten numeral)**  **Expanded Form**  **\*Word Form (number name)**  **\*Represent**  **\*Express**  **\*Period**  **\*Value \*Digit**    **\*Optional Vocabulary** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  √ 2. Reason abstractly and quantitatively.  √ 3. Construct viable arguments and critique the reasoning of others.  √ 4. Model with mathematics.  √ 5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards – 5.NBT.3a Read and write decimal numbers to thousandths using base ten, number name, and expanded form** | | | | | |
| **I Can Statement(s):**  **I can represent numbers in various forms.**  **I can read, write and use numbers in various forms.** | | | | | |
| **Activating Strategy/Hook:** Students will create a circle map and write as many vocabulary words as they remember. (Brainstorming) | | | | | |
| **Teacher Directed: Teacher will review the power point with the students.**  **Link for PowerPoint -** [**http://jc-schools.net/write/games/racewaychappell.ppt**](https://webmail.gcsnc.com/owa/redir.aspx?C=5201d0dcee3b41e4af7490d006d061f8&URL=http%3a%2f%2fjc-schools.net%2fwrite%2fgames%2fracewaychappell.ppt) | | | | | |
| **Guided Practice: Students and teacher will work on selected problems from the Unit 1 Review. (See below)** | | | | | |
| **Independent Practice: Students will complete problems not done with the teacher on the Unit 1 Review independently.** | | | | | |
| **Closing/Summarizing Strategy: Teacher will review correct answers. Students will justify and defend their answers for the open ended questions.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students can research other sports to compare times and practice writing them in various forms. | | | Students will have access to manipulatives and a place value chart to help represent numbers. | | | Students will create a Frayer model (see attached) with vocabulary words. Model will include the word, a definition, a picture, an example, and a non-example.  (See below) |
| **Assessment(s): Complete Unit 1 Review** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future * New ideas or changes for next time | | | | | | |

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

REVIEW FOR UNIT 1 POST ASSESSMENT

1. Use the top of the chart to write the name of the places in the place value chart.

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1. Put a 9 in the tens place
2. Put a 5 in the ten thousands place
3. Put a 9 in the thousandths place
4. Put a 4 in the hundred thousands place
5. Put a 3 in the ones place
6. Put a 7 in the hundreds place
7. Put a 6 in the tenths place
8. Put a 0 in the thousands place
9. Put an 8 in the hundredths place
10. Using the number you created in number 1, fill in the following information:  
    1. Base ten numeral (standard form) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    2. Expanded form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* 1. Number Name (word form) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Write 200,000 + 30,000 + 6,000 + 400 + 0.7 + 0.003 in base ten numeral (standard) form.

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1. Write 7 ten thousands + 5 hundreds + 3 tens + 8 thousandths in base ten numeral (standard form.

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1. Write the number (standard) form and word form of the expanded form value:

**5 x 100,000 + 6 x 1,000 + 3 x 100 + 2 x (1/10) + 8 x (1/1000)**

Base Ten Numeral (Standard): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number Name (Word): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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1. What is the relationship between the digit 2 in the number 8,342.946 and the digit 2 in the number 64,493.2?   
   1. The digit 2 in 64,493.2 is one-tenth the value of the 2 in 8,342.946.
   2. The digit 2 in 8,342.946 is one- tenth the value of the 2 in 64,493.2.
   3. The digit 2 in 64,493.2 is ten times greater than the value of the 2 in 8,342.946.
   4. The digit 2 in 8,342.946 is ten times less than the value of the 2 in 64,493.2.
2. How many times greater is the value of 8 in hundredths place than the value of 8 in the thousandths place?

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1. Write the value of each decimal model and use <, >, or = to compare each of the four pairs of the numbers. For each number, circle the digit you use to determine your answer.

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| **Number Model** | **Decimal** | **Compare** | **Decimal** | **Number Model** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ |  |

1. Use <, >, or = to compare each of the pairs of word form numbers. For each pair that is unequal, circle the word(s) that you used to determine your answer.

Five and nine tenths \_\_\_\_\_\_\_\_\_ Five and fifty-eight thousandths

Nine and eleven thousandths \_\_\_\_\_\_\_\_\_ eight and two hundred fourteen thousandths

Forty-three and eighty hundredths \_\_\_\_\_\_\_\_\_\_ Forty-three and eighty thousandths

1. Use <, >, and = to compare each of the three pairs of numbers. For each pair that is unequal, circle the digit that you used to determine your answer.

0.3 \_\_\_\_ 0.218 49.36 \_\_\_\_\_ 49.360 568.342 \_\_\_\_\_ 586.342

1. Use <, >, or = to compare each of the three pairs of expanded form and standard form numbers. For each pair that is unequal, circle the digit that you used to determine your answer.

4 + 0.8 + 0.009 \_\_\_\_\_ 4. 890 8 + 0.5 \_\_\_\_\_ 8.05 29 + 0.06 + 0.007 \_\_\_\_\_ 26.067

1. Round 561,379.518 to the places listed:  
   1. Ones \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Tenths\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Hundred Thousands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FRAYER MODEL EXAMPLE

